Learning Conversation Notes	
Name of Partner:	Date: January 30, 2006
Arts Council Placer Cnty: Paula Peach	
Number of Children Served: 60	Ages: 3- age 2, 20-age 3, 36- age 4,
	1-age 5
When Served:	Gender: Ethnicity:
September 2005 – January 2006	32-Male 54 - Caucasian
	28-Female 5 – Hispanic
	1– East Indian

Conversation Participants: Paula Peach, Angela Tahti, Michael Romero, Don Ferretti, Judy Marston, Nancy Baggett

Outcomes:

- Raise preschool/kindergarten teacher skill, knowledge, and comfort level to implement quality music education and movement in the classrooms (such as increased musical literacy, i.e.: pitch, voice, tempo, beat, and connections between music education and child development) so that participating teachers include music related activities in their lesson plan
- Participating children demonstrate increased use of music, voice and rhythm
- Independent of the Trainer, teachers who complete the 15 week music program, implement music related activates in their lesson plans

Performance Measures:

- Demographics broken down by age, gender, ethnicity, and when services were provided
- Pre and post program survey and a six month post program survey and a six month post program follow-up phone survey of teachers participants in the 15 week professional
- High/scope data results from children participating through the Headstart preschools with evidence of students meeting visual and performing arts content
- Anecdotal stores related to outcomes
- Digital photography/videography

What is this data telling us about achievement of outcomes?

No kindergarteners this period. Sites served were: Joyland Preschool (Roseville), Mary's Little Lambs (Lincoln), Rainbow Junction (Lincoln), Loomis Community Preschool (Loomis)

Pre/post surveys administered to 15 week teacher participants

Answers shifted in pre-survey from never, and, a few times to: often, all the time in post-survey. .

The survey itself is a teaching tool because the questions are from the Visual and Performing Arts Content Standards for California Public Schools: Pre-Kindergarten through Grade Twelve.

Teachers are asking more questions and looking to Paula for greater understanding of using Musikgarten curriculum techniques with the children. This indicates the teachers are using the program independently and more often.

Post-survey asks open-ended questions of teachers. Sample responses are below (see attachment for all responses).

Question 4. Briefly describe how the Musikgarten music training was effective and/or not effective for you. What worked and what didn't work for you?

Training has been found effective. Spontaneity is the challenge for the teachers. Movement helps overactive children. MusiKgarten seems to be helping children in all areas of development (speaks to increased comfort level outcome for teachers).

Question 5. How do you plan to use and expand the materials and skills you've learned from the on site music training?

Rhythm sticks, scarves, and flash cards (animal cards coupled with live recordings of animal sounds), are popular. Additionally flash cards are used to promote listening skills, teaching children to be active listeners, identifying and recalling sounds, and listening quietly. This is an example of Musikgarten teaching qualitative listening skills.

Question 6.

Describe how the training you received has impacted your students? What changes have you observed in student' attitudes and behaviors? Musical skill? Interpersonal skills?

Improved creativity. Improved articulation of imagination. Mimicking leads to having their own ideas. Use of musical voice and singing voice by teachers and children. Boys are hearing that they have different singing voices than they may be told. Children are making transition to their higher singing voices.

A new discovery has been that rhythm sticks can be used to start imaginative play, such as using the sticks for music associated steps in learning; making

body parts, letters, places, time, thinking out of the box as to how to use the sticks.

Question 7.

How can the on-site music training be improved?

- 1. Training sessions could last longer.
- 2. Would like to have had more scarf and hoop ideas in teacher's binder.

Journal entries with parent and teachers responses:

Indicates that the Musikgarten work at school may be making its way into the home.

Teachers are indicating that literacy development is taking place (relates to teacher knowledge and child participation outcomes).

At Rainbow Junction two teachers were trained concurrently. Paula feels that this will lead to sustainability at the site as co-trained teachers will lend support to one another.

Teachers are continuing the music learning after Paula is through. (Independent of the Trainer Outcome)

The fact that most of the children sing their names indicates increased use of musical voices. Additionally, spontaneous singing by child shows increased use of musical voice.

Teachers actively using the materials through the week indicate that teachers are using materials outside of the trainer. (Independent of the Trainer and Teacher Knowledge Outcomes)

The fact that a teacher asked a question, and for assistance, indicates the benefit of the learning process and shows increased comfort level. It is indicative that teacher learning is a process.

Musikgarten work provides access to children of varying learning styles. See anecdote regarding a "shy" child participating.

Response of kids through thank you booklet indicated that child participants enjoyed Musikgarten and that they remember the instruments and activities.

Power-point Presentation

Content in power point demonstrates achievement of all outcomes listed above. See attached power point. And 6 minute Power Point Documentation Notes.

In what ways will we apply what we have learned from our data?

The whistle slide was very effective tool in terms of hearing high to low. That instrument is now included in the instrument packet provided to each site.

A good strategy has been that Paula leaves a Musikgarten CD with the teacher to use independent of Paula. The voices on CD portray accurate examples of children's voices, musical instruments and sounds.

Over this reporting period four sites seem to be about the right number, and ten to twelve children per site constitute a group size that works well.

Other points that were made during the conversation:

Thanks to many resources through First 5, there is now increased good information available about brain development in children ages 0-5.

Next Steps:

Musicgarten materials could be put on the First 5 website in future.

Increase ideas in the binder for use of scarves and hoops.

Continue journaling and tie back to outcomes. Share just what ties back to outcomes. This will help guide audience. Label additional points as such. Create two categories: outcomes and learning for sustainability.

Next Learning Conversation will be August 14, 2006 from 8:30 – 12:00.